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FIAE Chapter 14

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Chapter 14 opens the proverbial can of worms that is report cards. No one thing in our educational careers has struck more fear and anxiety in our lives than a report card. Of course the book does little to alleviate that fear as a teacher. The concern remains focused on the student and how they are going to perceive the grades they are given. The book mentions that if we have a student that is utilizing a modified curriculum there is no way we can note that on the report card, as that might cause the student ridicule. If we do not allow the student to be measured on a different scale we will be sending the wrong message to the student. The book also places emphasis on ensuring that we do not give one single grade for a multiple faceted grading opportunity. The continuous grading format will offer the teacher an opportunity to chart a student’s progress through several grade levels with one document. As with the previous chapter this chapter adds to the overall goal of giving future teachers different approaches to difficult subjects.

It would have been interesting to utilize the example from the Alaska school district that had completely abandoned the grade book entirely and gone to a standards based method of achievement. I would like to see how the author would fit that into these options for grades, gradebooks and report cards. As we approach the final weeks of practicum and after having been in the classrooms for six weeks, we have a better understanding of how difficult grading and record keeping will be. As we continue to develop our lesson plans and move toward our student teaching, assessments and how to best design them will continue to be a challenge. After reading this book it will be interesting to put more of these ideas into practice in the classroom.